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ABSTRACT

The purpose of this paper is to present the rationale and procedures used to implement the National Assessment of Educational Progress (NAEP) system of scoring writing papers from the 1974 national assessment of writing. Identifying important writing skills and developing writing tasks, scoring guides, and scoring procedures are also discussed. A national assessment exercise, the scoring guide developed for the exercise, and sample responses for the score points, as well as the national results for this exercise comprise the remainder of the booklet. (LL)

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THE PRIMARY TRAIT SYSTEM FOR SCORING WRITING TASKS

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The Primary Trait System for Scoring Writing Tasks

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The primary trait system for scoring writing tasks was developed by the National Assessment of Educational Progress (NAEP) and used to score papers from the 1974 national assessment of writing. The purpose of this paper is to present the rationale and procedures used to implement this system. The paper describes each component of the system and provides examples from National Assessment materials. Since some 1974 National Assessment writing items have been released to the general public, it is hoped this information will be useful both to those interested in using NAEP items and to those interested in adapting this scoring procedure to their own writing tasks.

Introduction

National Assessment is charged with providing information about what students know and can do. In order to measure the nation's educational progress, NAEP estimates the percentage of 9-year-olds, 13-year-olds, and 17-year-olds in the nation who are able to answer a question acceptably or perform a task. The writing assessment presented a particular challenge in that there are many aspects of writing achievement and a variety of methods are used to score writing. What is important is that the items assessed and the scoring procedures used are appropriate to the measurement goals.

National Assessment has wanted a method for scoring writing that would serve several purposes. This method needed score points

that were: 1) clearly enough defined to explain meaningfully in NAEP reports 2) precisely enough defined to enable replication of scoring by NAEP or a secondary user and 3) interesting and useful enough to provide worthwhile information to educational decision makers.

National Assessment investigated the methods traditionally used to judge essays in order to give a "grade" or separate the better writers from the poor writers. When grades are necessary it appears that readers have internalized difficult to describe criteria on the basis of past experience. Methods used to rank order essays are also primarily based on subjective judgments. Holistic scoring (named for this method's emphasis on a reader's response to a whole essay rather than to such aspects of it as style, content, mechanics and so on) is one system often used to provide comparative evaluations of essays.

Holistic scoring has long been used to evaluate essays written for the College Boards and many other college entrance examinations. Experienced readers are trained by rating training papers exemplifying the range of score points until they have internalized the scoring system. They then read the papers, giving each a score from 1 to 8 based on their overall reaction to a paper and its relationship to the range of quality of the other papers.

This method of scoring provides a reliable ranking of essays--a ranking most trained readers would endorse--but it tells us little about the papers, except that some are better than others. One never knows precisely why a paper received the rating it did. The scorers decide on the relative quality of each paper in comparison

to the other papers without any particular reflection on their decisions. In other words score points are not well defined. Therefore, when National Assessment has used holistic scoring in the past, there has been some trouble explaining what the results actually mean.

Although the holistic method works very well to separate the better papers from the poorer papers, little specific discussion about the overall quality of the papers is possible. Is it that the poor papers represent competent writing and the better papers are excellent or is it that the poor papers are practically illiterate and the better papers are just "less poor"? In other words, only the actual readers really know if the respondents as a whole could write at an acceptable level. Also, score points are almost impossible to describe. Obviously a "7" is better than a "5" yet National Assessment could not report in concrete terms what constitutes the difference between those papers without further analysis.

Holistic scoring is also difficult to replicate over time. In practice, NAEP has found that even if the rank order of essays is maintained by a second group of readers, the location of the entire distribution of scores might not be reproduced satisfactorily. Some papers are not clear examples of score points. In these cases readers must decide, for example, whether a paper is a 4 or a 5. Depending on the readers and/or the time of the reading, systematic differences can occur in these decisions. In a NAEP study, we found that the same set of papers rescored holistically several years later had a significantly higher mean holistic score.

Accordingly, NAEP decided not to conduct two holistic scorings at two different times. To reliably measure changes in the quality of the essays, NAEP mixed 1969 papers with 1974 papers and conducted a single scoring session.

It can be argued that without mastery in the area of mechanics, a writer will not communicate successfully. Methods for scoring mechanics are descriptive in nature, so data can be meaningfully reported and scoring can be replicated. NAEP recognizes this and routinely measures mechanics skills.

One essay task included in both the 1969-70 assessment and the 1973-74 assessment of writing was scored for mechanical correctness and grammatical usage at each age. Each paragraph was coded as either coherent or developed. At the sentence level, scorers coded agreement errors and punctuation errors of both commission and omission. In addition, they categorized each sentence by type (simple sentence, complex sentence with phrase, fragment, etc.). Awkward sentences received an additional code. Words were marked for misspelling, capitalization errors and word choice errors. The scoring and categorization at the paragraph and sentence levels was done not only to be able to describe the types of errors respondents made, but to be able to describe something about the level of complexity and sophistication of the writing.

Descriptive scoring of grammar and mechanics provides considerable information about essays, yet tallies of error rates do not go beyond describing the level of technical competence exhibited in the writing. Mechanical and grammatical correctness does not insure

that a piece of writing will accomplish its goal. An evaluative approach to scoring writing is still needed to complement the more descriptive method of scoring for writing mechanics.

In order to overcome this problem, to assure replicability of assessments and to provide more specific information to educators, NAEP has developed a "primary trait" scoring system.

Rationale

What is it that makes a piece of writing successful or unsuccessful? The rationale underlying primary trait scoring is that writing is done in terms of an audience and can be judged in view of its effects upon that audience. Particular writing tasks require particular approaches if they are to be successful. The approach used by the writer to reach and affect his audience will be the most important--the primary--trait of a piece of writing. The writer of a set of directions must present things in a logical and unambiguous manner if he expects readers to follow the directions. The primary trait of a written set of directions would be an unambiguous, sequential and logical progression of instructions. Successful papers will have that trait, unsuccessful papers will not, regardless of how clever or well written they may be in other respects. The purpose of campaign literature is to persuade a reader to vote for a candidate. A successful campaign paper will have certain persuasive traits that an unsuccessful one does not possess.

A carefully constructed testing situation provides opportunities for respondents to demonstrate their ability to choose and effectively

carry out appropriate rhetorical strategies, but the effects of the strategies cannot be measured by actual success. For example, it is not feasible to have respondents write real job applications and then check to see if they were hired.

An evaluation of the writing has to be based on its likelihood of achieving the desired effect. The features that will contribute to this success must be identified and defined in terms of their importance. These definitions then become the scoring criteria. The primary trait score point essentially indicates whether or not a sample of writing contains the traits it must have in order to accomplish its purpose. Although the number of score points can vary with the exercise, National Assessment has found that a four-point scale is preferable. Usually a "1' indicates absence of the primary trait, "2" indicates presence of the primary trait, "3" indicates competence and "4" indicates excellence.

Identifying Important Writing Skills

In the primary trait scoring system, the first step is to determine which writing competencies are desirable to measure. To whom and about what is it necessary for students to be able to write? Should students be able to write organized reports for their teachers? Should students be able to write descriptive letters to friends? Should students be able to write explanatory letters, such as those required to straighten out a billing error? Should students be able to engage in imaginative writing?

To help answer this question and to provide some basis from which to develop a comprehensive set of writing items, National

Assessment first tried to isolate the subcategories of writing purposes. NAEP could then try to measure or rate the success of writing efforts in several specific situations for each of the general purposes.

After a series of conferences with writing educators, NAEP decided to try and measure persuasive, explanatory and expressive writing. Consultants suggested that most writing is done for persuasive or explanatory purposes. They agreed that rating procedures for the success of these types of writing can be defined, since the desired effect is usually clear. In addition, consultants pointed out that creative writing is one of the main objectives of many writing curricula. So even though this type of writing may be considered less utilitarian, it is definitely a type of writing that exists and is considered important. Therefore, imaginative writing skills should also be measured. It was noted that the definition of success in this area is more subjective in nature, since writing for expressive purposes is often less clear in terms of a specific aim towards an audience.

Of course, little writing is actually singular in purpose and the types of writing are interrelated. For instance, the primary trait for a job application letter may contain elements of explanation and persuasion. However, general writing skills or purposes should be identified and used as a guideline in developing the specific tasks that will be measured. Otherwise the tasks developed may measure a skill that is not of interest or the assessment may unintentionally overemphasize a certain skill.

Developing Writing Tasks

In developing any writing task, the subject matter, the audience, and the nature of the writer are three fundamental variables. Since the best type of writing stimulus is one that induces the greatest number of people to write and gives the most people a chance to write well, writing tasks often suggest a variety of subject matters or a variety of audiences in an effort to strike a responsive chord with a student. This approach to exercise development appears to make sense, yet scoring the results of such writing tasks can be very difficult. A multi-focused stimulus often evokes responses too dissimilar to be evaluated using common criteria. It is often at this point that the internal criteria of the reader may interfere. An imaginative or inspirational paper may get a higher score, whereas an equally well written paper using a sarcastic tone may get a lower score. If imagination, inspirational ideas, or tone were important, the writer should have been given a task that required imagination, the presentation of an idea, or the use of appropriate tone.

The essence of the primary trait system is to narrowly delineate the situation of the writer, by defining the variables. With this approach responses should all address the same task and can be judged using the same criteria. Systematic judgments provide both descriptive and comparative information about how well individuals or groups of people can use writing to communicate in given situations. This means that for each exercise three things must be specified: (1) the identity of the writer (whether the respondent is himself

or is given a role to play), (2) the audience (who the writer is writing to) and (3) the subject matter (what the writer should communicate to the audience).

The more structured the task, the less difficult the scoring, since the essays or letters will be more uniform in focus. For example, if persuasive writing is chosen as an important skill to measure, it could be decided that students should be able to use writing to influence decision-makers. The task could be--"Write a letter to someone important about a problem in this country." A better task would be--"Write a letter to your principal suggesting a way to solve a problem in your school." If the nature of the problem is further defined; e.g., the lunchroom, the task would be even better. With a national sample, it is difficult to identify universally applicable situations. For a classroom, school, or even a district, the problem of respondents having common knowledge and experiences should be alleviated.

It was stated earlier that one identifies the writing skills that are desirable to measure before developing items. On the other hand, any item contrived to require the utilization of specific skill or skills will not suffice. In defining a task in terms of its purpose, the writer and his situation, the overriding goal of any writing exercise must not be forgotten. The exercise must stimulate students to write--and not only that, but to write as well as they can. Thus, in addition to the above features each exercise must have some motivating feature. So each task must be very carefully developed so it is a realistic and interesting measure of the skill, as well as a specific measure of the skill.

Developing Scoring Guides

Once an important skill is identified and an item is developed to measure that skill, it is necessary to define what constitutes achievement of that skill, given the specific situation of the writing task. Each writing task developed needs a scoring guide specifically tailored to the primary trait being measured by the exercise.

Generally, four levels of competency are an appropriate number to define. These definitions then become the score points of the scoring guide or rubric. The first and lowest score point is for respondents who show no evidence of the skill being measured. The second score point is defined as some evidence of the skill. Score point "3" is defined as demonstrating competence and score point "4" is reserved for those papers which are excellent or outstanding. The following are some guidelines for developing primary trait score points for the three basic types of writing assessed by NAEP.

In broad terms, the primary trait for persuasive writing is presentation of logical and compelling arguments. Generally, then a "1" paper would present no reasonable arguments, a "2" would have one reason or perhaps two not particularly well thought out reasons, a "3" would be a logically thought out presentation containing several reasons and a "4" paper would support the logical reasons with compelling details. Of course, more precise definitions of these score points would be needed in terms of the actual task.

For example, the following score points were developed for use with the exercise requiring a letter to the principal about how to solve a problem in the school. It was felt that a good

persuasive letter would identify a single problem and argue or give reasons for changing the situation by presenting a solution to the problem and telling how the school would be improved if the problem were solved.

1 = respondents do not identify a problem or they do identify a problem but give no evidence that the problem can be solved or is worth solving

2 = respondents identify a problem and either tell how to solve the problem or how the school would be improved if the problem were solved

3 = respondents identify a problem, explain how to solve the problem, and tell how the change will benefit the school

4 = respondents include the elements of a "3" paper. In addition, the elements are expanded and presented in a systematic structure that reflects the steps necessary to solve the problem.

Explanatory writing should present facts in a clear and orderly fashion. So, organization is usually the basis of the primary trait for a writing task requiring explanation. Score points can move from a response with no clarity and logical order and one end of the scale to a totally unified presentation at the other end of the scale. Of course, each exercise needs a guide for rating responses to the particular situation created. A response to an explanatory exercise usually must include some type of specific information in order to receive one of the higher score points.

As mentioned earlier, expressive tasks can have a variety of aims and as such have a variety of primary traits. Each guide has to be written in terms of that primary trait. Two primary traits NAEP scored for were imaginative expression of feeling through a point of view and elaboration of role. The key to defining score points for expressive writing usually is found in the quantity and quality of elaboration. The lower score points generally have no or little elaboration. The higher score points are more imaginative papers, since the premise presented in the response is supported by vivid and inventive details.

Although most writing tends to be explanatory, persuasive, or imaginative; the primary trait system of scoring can be applied to a variety of writing tasks. A primary trait can be determined to be anything worth measuring. It should also be remembered in developing primary trait scoring guides that the amount of information that can be obtained from a single writing task is only limited by imagination, zeal and resources. Almost any writing task can be categorized in a variety of ways. For example, information about use of tense, point of view, tone used, revisions and mechanics can be gathered in addition to the primary trait. Secondary traits may or may not be related to the primary trait. The scoring guide for the exercise "Children on the Boat" is presented later in the paper as an example of gathering additional information that complements the primary trait.

Scoring Procedures

Primary traits scoring should be done by readers with some previous English or classroom experience. The training of readers

is done in two stages. First readers should be acquainted with the rationale underlying the primary trait being measured by the exercise and the reasoning underlying the score point definitions. Several sample papers for each score point should be discussed in detail. Once readers feel comfortable with the score point definitions and their relationship to the sample papers the second step can be initiated. For this step, the reader trainer needs to have prepared (prescored) at least 10 papers for each score point. Random mixtures of score points should then be placed into sets of 5-10 papers and copied. Readers should score the first set of practice papers. After the papers are scored, each one should be discussed until each reader is in agreement with the trainer about the score point. A suggestion for trainers--make notes and underline passages on your set of practice papers about why a paper does or does not qualify for a particular score point. Readers should keep doing sets of practice papers until they are scoring consistently.

In scoring live data, each paper is scored by two readers and discrepancies are reconciled by a third. The need for reconciliation rarely occurs for over 10% of the papers. For example, with the score points for the "Letter to the Principal" presented earlier, the two readers agreed on 92% of the papers, so only 8% of the papers needed a third reading. For the example scoring guide presented in the next section, reader agreement on the primary trait score points was 95% at age 9, 92% at age 13, and 94% at age 17. Secondary information is generally only scored by one of the two readers. National Assessment has found that collecting

this information does not require an extra reading of the papers. This information can be scored while reading for the primary trait.

Example Primary Trait Scoring Guides

The following pages present a national assessment exercise, the scoring guide developed for this exercise, and sample responses for the score points. The national results for this exercise are provided below.

Look carefully at the picture.

These kids are having fun jumping on the overturned boat. Imagine you are one of the children in the picture. Or if you wish, imagine that you are someone standing nearby watching the children. Tell what is going on as he or she would tell it. Write as if you were telling this to a good friend, in a way that expresses strong feelings. Help your friend FEEL the experience too. Space is provided on the next three pages.

PLEASE CONTINUE ON THE NEXT PAGE

CHILDREN ON A BOAT

Primary Trait: Entry into the Imaginary World of the Picture

	1	2	3	4
AGE 9	22%	58%	10%	<1%
AGE 13	10%	57%	29%	2%
AGE 17	10%	35%	44%	10%

Secondary Traits

TENSE

	Present	Past	Hypothetical	Cannot be Determined
AGE 9	38%	29%	8%	16%
AGE 13	26%	46%	2%	24%
AGE 17	25%	53%	<1%	20%

POINT OF VIEW

	Child	Observer	Cannot be Determined
AGE 9	22%	65%	4%
AGE 13	29%	67%	2%
AGE 17	35%	62%	1%

DIALOGUE

	One Person	Two Persons
AGE 9	6%	6%
AGE 13	8%	7%
AGE 17	6%	3%

	USED FANTASY	INCLUDED INSIGHTS
AGE 9	5%	<1%
AGE 13	16%	1%
AGE 17	23%	5%

NAEP #: R102005-NTS

Objective: I. DEMONSTRATES ABILITY IN WRITING TO REVEAL PERSONAL FEELINGS AND IDEAS.

Subobjective: B. Through the use of conventional modes of discourse.

Exercise Type: Longer Answer
Scoring Type: Semi-professional
Administration Mode: Group
Stimulus Type: Tape/Text/Picture

Overlap: Package-Exercise:	9 09-03	13 10-03	17 07-03
Timing: (in seconds)			
Stimulus:	38	38	36
Response:	1067	1087	1080
Exercise Total:	1105	1125	1116

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Note: In addition to page 1 of this exercise (reproduced in this volume) respondents were provided with the following space to write their answers:
page 2 - 26 lines
page 3 - 21 lines
page 4 - 21 lines

SCORING GUIDE: PRIMARY TRAIT

Categories are listed below.

ENTRY INTO WORLD OF PICTURE

0 = NO RESPONSE. NO FURTHER SCORING.

1 = NO ENTRY INTO THE IMAGINARY WORLD OF THE PICTURE.
Respondents write about children, the boat, or about anything else to do with the picture. However there is only a single statement or the information is too disjointed to make a point. Random details, bits of information, or lists of observations that do not create a situation. Also include pure description, papers that only report what's in the photograph or picture.

2 = ENTRY INTO THE IMAGINARY WORLD OF THE PICTURE.
Respondents have accepted the world of the picture. However, the control and consistency necessary to create a structured presentation are lacking. Often there is no structure to the world of the picture. This is evidenced by few internal transitions and details that don't harmonize. The ideas may be related, but don't make a whole. Lack of consistency and transitions result in little logical progression of ideas. On the other hand, these papers may have structure, but the narrative is not worked out. There is little imagination on the part of the writer to create the story. An attitude may be stated, but it's not illustrated. You do not "feel" a mood has been created. Other papers may have some structure and the outline of story or the hint of a mood, yet neither are developed. Generally "2" papers are either undeveloped or developed in a helter-skelter or confusing manner.

3 = GOOD ENTRY INTO THE IMAGINARY WORLD OF THE PICTURE.
Papers are generally competent. Respondents evidence control and consistency to create a structured presentation. Often there are strong topic sentences and good transitions. However, the good quality of the papers is marred by development that is skeletal or somewhat uneven. Narratives display imagination, but often are left with gaps or other uneveness. Details may be inadequate, excessive, or unclear. Attitudes may be stated and somewhat supported, but necessarily presented to "help your friend feel."
A definite mood is not created. The underdeveloped paper has a definite beginning and end yet there is not enough material to fill out the structure or it is contrived. The unevenly developed papers either have excessive details or the structure is oddly filled out.

Categories are listed below.

4 = EMOTIVE AND CONSISTENT ENTRY INTO THE IMAGINARY WORLD OF THE PICTURE.
These papers are structurally whole. Loose ends have been tied up or cut off (although a strong paper without closure can be rated in this category). Papers are consistent. Narratives are well and evenly developed or attitudes are expressed so a definite mood is created. You do "feel" the experience. The structure is unified and supported by imaginative and evocative details.

7 = ILLEGIBLE, ILLITERATE. NO FURTHER SCORING.

8 = MISUNDERSTANDS THE TASK OR WRITES ON A TOTALLY DIFFERENT SUBJECT. NO FURTHER SCORING.

9 = I DON'T KNOW. NO FURTHER SCORING.

FANTASY
Story tries to reproduce the fantasy games of children, such as pretending to be pirates, shipwrecked, or riding whales. Stating the fantasy is not enough, two or more unelaborated fantasy situations, or a fantasy situation with at least one elaboration must be present. Descriptions of games, for example, follow the leader or king of the hill are not included. Fantasy is more than a literal and logical explanation of the picture.

1 = FANTASY IS PRESENT.

2 = FANTASY IS NOT PRESENT.

INSIGHTS
Story develops insights into the writer's perspective on his life or life in general. The message should be integral to the story - not tacked on sentiment. The generalizations or social commentaries can be stated implicitly as well as explicitly. Themes are often based on positive or negative value statements about childhood or adulthood. Reminiscence (I remember when...) is not enough, some meaningful or intelligent statement must be implied.

1 = INSIGHTS ARE PRESENT.

2 = INSIGHTS ARE NOT PRESENT.

SCORING GUIDE

Categories are listed below.

USE OF DIALOGUE

1 = DIRECT QUOTE FROM ONE PERSON IN THE STORY. THE ONE PERSON MAY TALK MORE THAN ONCE. WHEN IN DOUBT WHETHER TWO STATEMENTS ARE MADE BY THE SAME PERSON OR DIFFERENT PEOPLE, CODE 1. A DIRECT QUOTE OF A THOUGHT ALSO COUNTS. CAN BE IN HYPOTHETICAL TENSE.

2 = DIRECT QUOTE FROM TWO OR MORE PERSONS IN THE STORY.

3 = DOES NOT USE DIALOGUE IN THE STORY.

POINT OF VIEW

1 = POINT OF VIEW IS CONSISTENTLY ONE OF THE FIVE CHILDREN. INCLUDE "IF I WERE ONE OF THE CHILDREN..." AND RECALLING PARTICIPATION AS ONE OF THE CHILDREN.

2 = POINT OF VIEW IS CONSISTENTLY ONE OF AN OBSERVER. WHEN AN OBSERVER JOINS THE CHILDREN IN PLAY, THE POINT OF VIEW IS STILL "2" BECAUSE THE OBSERVER MAKES A SIXTH PERSON PLAYING. INCLUDE PAPERS WITH MINIMAL EVIDENCE EVEN WHEN DIFFICULT TO TELL WHICH POINT OF VIEW IS BEING TAKEN.

3 = POINT OF VIEW CANNOT BE DETERMINED, OR DOES NOT CONTROL POINT OF VIEW.

Categories are listed below.

TENSE

1 = PRESENT TENSE - PAST TENSE MAY ALSO BE PRESENT IF NOT PART OF THE "MAIN LINE" OF THE STORY.

2 = PAST TENSE - IF A PAST TENSE DESCRIPTION IS ACCEPTABLY BROUGHT UP TO PRESENT, CODE AS "PAST." SOMETIMES THE PRESENT IS USED TO CREATE A FRAME FOR PAST EVENTS. CODE THIS AS PAST, SINCE THE ACTUAL DESCRIPTION IS IN THE PAST.

3 = HYPOTHETICAL TIME - PAPERS WRITTEN ENTIRELY IN THE "IF I WERE ON THE BOAT" OR "IF I WERE THERE, I WOULD." THESE PAPERS OFTEN INCLUDE FUTURE REFERENCES SUCH AS "WHEN I GET ON THE BOAT I WILL." IF PART IS HYPOTHETICAL AND REST PAST OR PRESENT AND TENSE IS CONTROLLED, CODE PRESENT OR PAST. IF THE INTRODUCTION, UP TO TWO SENTENCES, IS ONLY PART IN PAST OR PRESENT THEN CODE HYPOTHETICAL.

4 = CANNOT DETERMINE TIME, OR DOES NOT CONTROL TENSE. (ONE WRONG TENSE PLACES THE PAPER IN THIS CATEGORY.) EXCEPT DROWNED IN THE PRESENT.

Sample responses are listed below.

CATEGORIES

AGE	ENTRY WORLD OF PICTURE	FANTASY	INSIGHTS	DIALOGUE	POINT OF VIEW	TENSE
	RESPONSE					
	1	2	2	3	2	1
9	The children are on top of the boat walking around. They are trying to balance themselfs so they won't fall. One of them is balancing sitting down on the boat.					
	1	2	2	3	2	1
13	The children are sliding on the boat they are siting and sliding, and they are standing and sliding on it. The children are having fun sliding on it. One of them are standing. One of them are sliding backword. one of them are running on it. they see other boats around them. One of them are stolping on it. The children are little and they think that it is fun. They are by the lake. The boat is on the dock were you tie the boat on to. they have warm clothing on them.					
	1	2	2	3	2	4
13	I saw a little boy waveing his arm up and down and a other boy stading on the boat. I sow a little girl stading up to I dont know what she was doing. they are near the water and a boy looking like he is going to junping in the little girl had a cup like the pargrs and a sawter in they are 4 boy and one girl the little boy looking like a forg like he is going ot jump than is a trees by the wather thain so are some boat in the wather a little boy look like be is woking on a line.					
	1	2	2	3	2	1
17	the kid are haveing fun playing on the boat. trying to see who can walk on the boat without falling. The child siteing down is rocking the boat to make it even harder.					

Sample responses are listed below.

CATEGORIES

AGE	ENTRY WORLD OF PICTURE	FANTASY	INSIGHTS	DIALOGUE	POINT OF VIEW	TENSE
	2	2	2	3	2	4
9	Well, five children are standing on an over-turned boat. All of them are having fun jumping and hopping on it. It was a pretty windy day and the girl could have fallen in the lake. I thought one of them was going to hurt themselves by jumping and sprane their ankle. Three boats are tied to a booy in the lake.					
	2	2	2	3	2	2
9	There were five children as I see, and they were all jumping on an over turned boat. I was standing about 50 feet away. They were all having so much fun. One was kneeling, one was jumping, one was running, one was standing still and one was blancing herself from falling in the water. I wish so much that I was there to. Because they were having all so much fun, and I love jumping on boats.					
	2	2	2	1	2	1
9	they are paying on the boat I wish I could play but I had my good clothes on my mom said don't go out and get dirty she said watch them play on the boat they are haveing lots lots of fun we are going out to eat one boy is jumping onther is seating on the boat the End					
	2	2	2	2	1	4
9	We are have fun on the boat. What if I mother catch us playing on the boat. But we might fall in the lake and my mother will kill her self. I am going before I fall in the lake. You chicken and the kept on meling. So one boy fell in the lake and got dranded. All the others kid ran home crying and they mothers ask them whats wrong my friend fell in the lake. you all did't have any buines down I am going to whoup you when your daddy gets here. I am going to tell hill and for him to whoup you again. Mother please dont let daddy whoup me. I want do it any more Then I will ponish you. All the other kid did't get no whoupen. They got to go back and play.					

Sample responses are listed below.

CATEGORIES

AGE	ENTRY WORLD OF PICTURE	FANTASY	INSIGHTS	DIALOGUE	POINT OF VIEW	SENSE
	RESPONSE					
	2	2	2	2	2	3
9	I would go over to them and ask them if I can join them and I would ask them what they are playing I would play that game with them we would have fun playing with each other. I would say be carful you might fall and hurt yourself They would say we are playing a game and we are having alot of fun playing the game with each other.					
	2	1	2	3	3	4
13	Well if I were one of the children I would probably be having fun. The children are jumping up and down on the boat. They are also sliding down along the side of the boat. The children are also sitting on the boat. We pretended like we were sailing in a boat. One of the kids was sitting on the front of the boat. The other little boy was standing up like a sail.					
	2	2	2	3	2	4
17	The kids are jumping on a boat in different ways. One of the kids is sitting on the bow of the boat with his hands in mid air and his feet hanging in the sides of the boat. Another child is getting ready to jump, his knee bent here up, arms out, ready to spring upward. The same kid is looking at another kid, a girl with a hat on. Another kid just finished his jump came down a little awkward is about ready to fall off. Another one of the children looks as if he also had just gotten finished with his or her jump because she looks as if she is about ready to fall head onto the dock or into the water. The last of the lube of kids is just balancing on the bottom of the boat. She is nearest the water so she is playing it safe. The kids are all enjoying themselfs. It looks as if they haven't been or done anything at a lake like this before. They are all young kids and they are having the time of their lives.					

Sample responses are listed below.

CATEGORIES

AGE	ENTRY WORLD OF PICTURE	FANTASY	INSIGHTS	DIALOGUE	POINT OF VIEW	TENSE
	RESPONSE					
	2	2	2	3	2	4
17	This happen yesterday, their we five kid on a boat. they were all having alot of fun and if you were there you probaly you play with them. Like they were jumping up and down and make believe they were sailing it upside down. They were like jumping off and on. It was very great to be so small and do the same thing there did.					
	2	2	2	1	2	3
17	I would of said get off that boat if he wouldn't of got off I would go over there and get him off I hate to see anyone get hurt. But I wouldn't let any of my friends get hurt.					
	3	1	2	1	1	4
9	One day we was at the shore. I and Jim, Chip, Brad, and Bill We was play on an over turned boat and we was pretending that we was pirates on an stormy sea and was ship wreack and the life boat tipped over and we was waving for help. When we got back on shore we told everyone what happened there then we pretend we was on an little island on the coast of Mexico and the little boat was the island We was waving for help, But we had to spend the night there just like I figured. I told them we shouldn't have gone that far and I said I knew it - I knew it!! And so when got back finnally we was not glad we wanted to pretend to visit another island like that so we pretended that we were stranded on another island and we were pretending that the over turned boat was the island again this was a far off island named Parkerson we like that island very much. even better than the other one we pretended it was better we had lots more fun.					

Sample responses are listed below.

CATEGORIES

	ENTRY WORLD OF PICTURE	FANTASY	INSIGHTS	DIALOGUE	POINT OF VIEW	TENSE
AGE			RESPONSE			
	3	1	2	1	2	4
9	They are having fun jumping on the boat they might be playing boats and got caught in a storm and they found an un explored island and they were far far from any other land and they tried to make a boat to get off the island and the boat fliped over and thats why there are standing on the boat like that tring to get back and one of them said, "lets swim back were are not very far so they swam back to the island and tried to make a fire out of twigs so they could dry out and that was a real problem but they had more problems than that there were indians on the island and were ready to attack and if the people were attacked that would be the biggest problem to the people that just came back and they were real tired and couldn't move very fast and thats why they are jumping up and down.					
	3	2	2	2	1	2
9	I am going to tell about if I was on the top of th boat. playing. one day me and my friends went playing there were six of us and we wanted to go down to the lake and so we did we went Down to the lake and we saw a boat and it was tiped over and they wanted to go play on it and so they did But I told them not to But they didn't Listen so I Just went on walking But then Sandy Shelly Sherri Kim and Renee called out to me and said hey Lori come on so I went over there and said ok But just for a Little while and so I Just played for a little While and then I said I am going to go home now and I said to my friends hey you guys are you comeing and they said ok and so we went home and we heard something and the boat fell in and they ran to see what happend and I said to them see If you didn't come you would of been in the water come on I said lets go home and so we went home and they never went down by the lake by there selves and neather did I The end					

Sample responses are listed below.

CATEGORIES

AGE	ENTRY WORLD OF PICTURE	FANTASY	INSIGHTS	DIALOGUE	POINT OF VIEW	TENSE
	RESPONSE					
	3	2	2	2	2	1

9 These kids are jumping on a boat. I said be careful." You might get hurt. Don't push! Everybody could have a chance. Take it easy. Why don't you want him to play too. He could play. If you could play he could play! Why don't you ask him. If you won't ask him I will. Do you want to play. I ca'nt my mother do'nt want to play with people I do'nt know. Where is you mother. She is over there. I'll ask her could your son play. Would you take care of him. Sure I will take car of him. Ok! He could play! Thank You! Do you want to play jumping! Ok! Kids you got a new freind! We do! His name is John!

	3	2	2	3	2	2

13 As I was standing on the front porch of my aunts home I saw five children jumping upon an overturned boat. They must have been having fun for they were laughing.

I sat and watched them for about five munutes when all of the sudden one of the kids fell off of the boat, and into the water.

At first I started to help the child, but the kid had already climbed out of the water. After I saw she safe I returned to the house and forgot about it for the time being.

The first time I remember this was just now and that is how you are reading this at this very moment. I sure hope that kid that fell into the water is alright.

Sample responses are listed below.

CATEGORIES

AGE	ENTRY WORLD OF PICTURE	FANTASY	INSIGHTS	DIALOGUE	POINT OF VIEW	TENSE
	RESPONSE					
	3	1	2	3	1	2
13	Yesterday some of the gang went down to the dock. We saw this little boat that was turned over, so we said let's jump on it. We would walk from one end of the boat to the other. We had a ball. It's too bad you couldn't have been there with us. After we jumped on it a couple of time we started making a game out of it. Two people would stand on each end of the boat. They would start running to get to the other end, but it wasn't easy. Little Boy tried to bend down to catch a spider. He almost had it, but his brother told him to put it down. I was so scared that he was going to put it on me. The others weren't scared of it. I stood at the end of the boat from then on. I wasn't going to stand in the middle because I didn't want to see it. There was a boat in the water while we were playing. We hadn't even noticed it. The sails weren't up yet, but it still was pretty. Big Boy told me that it was a pirates' boat. I didn't believe him because there was no flag flying with a skull and crossbones. We left after he said that. I don't know why they left in such a hurry. Later on they told me that they had seen a man with a patch over his eye. I didn't believe them though. Will probably go back there to the dock again. Maybe this time you'll be able to go with us.					
	3	2	2	1	1	2
17	Yesterday Pauls Dad bought a NEW boat. He took it down to his cabin on Lake Chelan and took us boating, we asked if we could take it out on the water alone. Paul's Dad <u>said</u> <u>no,</u> then he pulled it ashore and turned it upside down, so we wouldn't (or couldn't) put it back in easily. After Pauls Dad left one of us got onto the top of the boat, it was very slippery and hard to stay on but after a while (and a few bruises) we all finally mastered it, except for "ole weird Harold" he just sat on the end of the boat a flapped his arms like some sort of bird. We played all sorts of neat-o peachy-keen games like "King of the boat top" "I can stay up longer. than you can" And "Ha Ha You can't knock me off 'cause I" can stay on longer" But all in all it was real B-O-R-I-N-G.					

Sample responses are listed below.

CATEGORIES

	ENTRY WORLD OF PICTURE	FANTASY	INSIGHTS	DIALOGUE	POINT OF VIEW	TENSE
AGE	RESPONSE					
	3	2	2	3	1	2
17	Yesterday when we were at the lake we had a grand time. Steve Lori, Sue, Jody and I had the whole day to play. It was a chilly day so we didn't want to get in the water or fall in. While going for a walk, we found at someone elses at cabin on the dock an overturned boat. We jumped and played king of the boat whiling we were struggling to keep from being pushed in. This was difficult because as we moved the boat would rock from side to side. It was a tieter toter rolling log. King of the mountian gone. Stevie won. becauce he was the only boy. But he got in lots of trouble because he pushed Sue in. Even if he did win, winning isn't rewarding when he had to end our fun in such away.					
	3	2	2	3	3	4
17	The children are really having a fun time They are throwing, it looks like little stones into the water. All of us were laughing and have a great time. A friend and another friend got on each side of the boat and started to jump up and down. All the other ones got really excited and started yelling. The blond hair kid almost fell in when the boat started to rock. All of us laughed. We all had so much fun we were trying to keep our balance but it was really hard. The boat was rocking so hard that all of us practically fall in. I think most of them were relations. They never had so much fun and were fascinated by the sights and boats we were the only ones there at the time which made it good be cause we could laugh and joke more we really had a fun day. I wish we could do that again Ths time, I want you to come along. We haven't had this much fun in a long time.					

Sample responses are listed below.

CATEGORIES

AGE	ENTRY WORLD OF PICTURE	FANTASY	INSIGHTS	DIALOGUE	POINT OF VIEW	TENSE
	RESPONSE					
	4	1	2	3	1	1
17	Jumping and running on the boat is very enjoyable. Up we jump and down we float. I feel as if I could sail the boat around the world and back. The salty sea air blows through my nostrils. My body feels engulfed in this exotic salt concoction The wind beats against my cheeks The white, glistening, enamal underside of the boat feels like silk to the touch. The trees are alive, pulsating watching our childish games. I feel like I could play forever. No concept of time, no responsibilities, no stresses encourage my exuberance. My body has separated from my spirit. I am no longer encaged in a prison of bones and skin. These are no barriers now. I can do whatever I want, whenever I want to do it.					
	4	1	2	2	1	1
17	Whee, isn't this fun. Lets imaging we're outcast pirates. Jump for that sail, tie the brigging. This is our faithful ship, sailing over the tropical seas. Feel the strong, salty wind whisking over your face! I can almost feel the waves moving under our feet. Now all jump up! There we just missed getting dunked by that big breaker. How's the weather up their at the top of the crows mast, Jack. Just fine? Good. Now lets be off on our way on another adventure. Lets go to the arctic this time. Bu, its getting mighty cold now. Look! Theres a giant whale! Lets spear him and take it back to our homeland. I can even hear its heaving lungs. Closer, closer, now. Good, we got her. Pull her in. What, she's pulling us. Hold on! Pull harder! Wow, we're gaining speed. Wheres she going to take us? Whats going to become of these poor lost souls in this perilous situation. Well stay tuned to this program, next week for further adventures. Same time, same channel See you now; this is the hearty Kaptin Kidd signing off now. And remember, if you bad breath and rotton teeth use goopy. Goopy brand tooth paste is the most fantastic product now on the market. If your eyes look kind of soupy, use goopy. Now that was fun, what shall we do now. Sail for fantastic Australia well its off now!					

Sample responses are listed below.

CATEGORIES

ENTRY WORLD OF PICTURE	FANTASY	INSIGHTS	DIALOGUE	POINT OF VIEW	TENSE
AGE		RESPONSE			
4	2	1	3	1	2
17	It was clear that Jimmy wanted to be captain, but I wasn't about to let him. It's my boat; why should I let him be captain? For the first time in a long while I sat back in the hot, dry sand and took a look at the dock, the lagoon, and the cottage I call home in the summer It's a whole different world here. I thought. In the wintertime people were always rushing to go somewhere > supper had to be on time; Mom and Dad fought all the time, but here it seemed the mixture of salt water, the sand had some kind of magical potion that made people more relaxed more agreeable I glanced up at the hot sun, then down on the the way it made the water glisten and played with the waves, so that they seemed to give off light, also, I looked back at Jimmy sitting impatiently at the helm of the overturned rowboat although the paint was chipping off, the wood was rotted, noone could imagine the memories the "Nana II" held for me. So many great fishing expeditions, picnics on sand bars; it seemed all the happiness I had as a child centered around this beautiful cottage this broken rowboat. I turned, facing the lagoon, and looked at what had once been my whole life				
4	1	1	3	2	2
17	My son Joe was not very good when it came playing with other children. When I saw him jumping on the boat with all the neighbor's kids it gave me a good feeling inside. They were imagining themselves sailing with a pirate ship and they just hit a big storm with waves cracking over the ships stern and sailors loosing their balance and stumbling all over the deck Then I realized something that took that good feeling right out of me. Joe really wasnt playing with the other children as I thought, he was pretending to be part of it but he was really sort of allienated from the rest. He was trying very hard to join in with the fun but was just ignored. I felt like running over to him and pulling him away from them before he was old enough to realize he wasn't the same OH why couldnt he have been a girl, a beautiful, foolish, girl. It's not so bad for a girl to be a fool, in fact it's the best thing she could be, so she doesn't see all the hurt and pain around her.				

Sample responses are listed below.

CATEGORIES

AGE	ENTRY WORLD OF PICTURE	FANTASY	INSIGHTS	DIALOGUE	POINT OF VIEW	TENSE
	RESPONSE					
7	-	-	-	-	-	
13	I will not let dene fall in The withe Be kas da will fill in The withe and dron D wiher dene do tri to Bell den slife					
7	-	-	-	-	-	
9	wat ar you ord sed me you mift fall if the ratr and dround in then you wett bee ded end then you mathr will be wiz a bout yo then you well jound and whan you well be lenoedyw well be wrrrnm					